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Fall 2019

ENG 352-463: Technical Writing

Benjamin Blickle

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ENG 352: Technical Writing Online

Instructor: Dr. Benjamin Blickle

Email: Blickle@njit.edu

Office: Cullimore 312 or The Writing Center

Office Hours: Tuesday, Thursday, 3:30-4:00 5:30-6:00 and by appointment

Required Readings

*Textbook: *Technical Communication*, 12th edition, by Mike Markel

*Additional readings will be distributed via email or posted online

Welcome to ENG 352

ENG 352 develops your knowledge and proficiency of writing for scientific and technical professions. In this course, you will learn to create, adapt, and revise technical documents for non-expert and expert audiences.

In particular, you will develop an awareness of multiple audiences for your work. Thus, your primary goal will be rhetorical awareness rather than a mastery of every convention and genre that you might possibly be required to write in during your future careers. Please keep this goal in mind as we move through the course.

In this syllabus, you'll find information about class policies, assignments and grading. If you have questions about anything related to the class, check this syllabus and the Canvas site first; if it is not covered on the syllabus or online, email me at blickle@njit.edu or benblickle@gmail.com.

Course Description

Since many of you have different professional goals and interests, this course will focus on transferable analytical and writing skills rather than addressing every convention and genre that you might encounter in your professional lives. This means that we will spend much of our time investigating the social context surrounding pieces of writing, and consider how authors use deliberate rhetorical strategies to communicate meaning within these texts. The course will also focus on the writing process, asking you to brainstorm topics, write drafts, and revise based on instructor or peer feedback.

This is an asynchronous online course, which means that lectures and assignments will be distributed on Canvas, and all coursework will be completed online by the due dates provided. To make sure that the course is interactive, I will include online forums, offer online office hours, and incorporate peer or instructor review sessions on formal writing assignments. The course will also incorporate lecture notes, videos, and PowerPoint to help make it more engaging.

Support Services

Accessibility & Accommodation

This course will be committed to the principle of universal learning. Our classroom, our virtual spaces, our practices, and our interactions will be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you need instructional accommodations please give me an official authorization letter from the Office of Services for Students with Disabilities (OSSD) as soon as possible.

The Writing Center

The Writing Center is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is indented to help you improve your communication and writing skills. Tutors can also help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <http://humanities.njit.edu/writingcenter>

Course Goals

In this course, you will learn to:

1. Understand the interaction of purpose, audience, format (including style and grammar), and situation in technical writing.
2. Make effective and ethical choices in technical writing.
3. Identify and address the specific rhetorical challenges and opportunities of collaboration in writing projects.
4. Learn how to apply basic principles of document design to enhance and clarify your writing documents.
5. Construct clear, grammatical sentences and produce well-organized texts that exhibit an attention to audience, genre, and purpose that follow the conventions of logical argumentation.
6. Demonstrate the ability to find, select, assess, and analyze information sources, both print and electronic, and to credit, integrate, and synthesize those sources in your own work.

Technology Requirements

Canvas

You must access our class Canvas site regularly. On this site, you'll find information about assignments, an updated course calendar, and additional resources chosen to help you succeed.

Email

I often send out announcements via NJIT email. Because of this, you must check this account at least every other day. When sending email to your instructor or classmates, include specific information in the subject line. Also, sign your full name in the email, as the NJIT email naming system can make identifying a sender difficult.

Participation

Your participation grade reflects your overall performance in the course.

Students with strong participation will 1) engage with all the readings; 2) ask useful questions 3) submit assignments on time; 4) schedule conferences with me for guidance long before an assignment is due.

Students with low participation will 1) ignore the readings; 2) miss deadlines; 3) get off track during activities; 4) miss assignments.

Professionalism and Collegiality

I expect professional, respectful behavior from you throughout the semester.

*Treat your classmates with the same respect you would give to your future coworkers (or would like to have given to you). Do not behave in a disruptive or disrespectful manner in forums, discussions, or other online interactions, including ways that are not explicitly described here.

Participation and Weekly Writing Assignments

Part of your participation will be evaluated based on your active involvement in online discussions and your submission of low-stakes writing assignments. Each week, students will be asked to write responses to readings, videos, and participate in discussion forums. All of these materials will be available on Canvas or via email.

Low-stakes writing assignments

These documents will not receive a formal letter grade. Instead, they will be evaluated based on the following criteria:

**Satisfactory* work demonstrates a thoughtful response to writing prompts and is turned in on time. You will receive full credit for satisfactory work.

**Marginal* work is submitted on time, but is either seriously underdeveloped or only responds to part of the prompts. You will receive half credit for Marginal work.

**Unacceptable* work ignores instruction or is submitted well after the due date of the assignment. Please be aware that these low-stakes assignments and your participation on discussion forums will combine to make up 25% of your final grade. They will represent the usual types of work given in face-to-face classes, such as group discussions, peer reviews and in-class writing assignments. It is therefore imperative that you demonstrate consistency in these assignments and submit them on time.

Late assignments

Rare extensions might be granted prior to assignment deadlines, not after. Late work will be assessed as follows:

*Work submitted within one week of the due date will be evaluated for partial credit.

*Work submitted over a week late will receive no credit. As a general rule of thumb, I will post readings and guidelines for low-stakes assignments at the beginning of the week or unit.

*Along with these materials, I will post instructions on how to complete assignments. Please let me know if my instructions for the course materials require further clarification. I will

do my best to respond to your questions promptly.

Formal Projects

You will have three formal projects. These assignments will be evaluated according to project

rubrics, which will also be posted on Canvas, and will be given a letter grade. Full details on these projects will be uploaded to Canvas.

Grade Breakdown:

The three formal projects will combined to make up 75% of your grade. Each one of these projects will focus on an aspect of technical writing that we will study in the course. The grade breakdown is as follows:

*Project 1 — Website Analysis 20%

*Project 2 — Instruction Set 15%

*Project 3 — Technical Report 40%

*Weekly Assignments and Discussion Forum Participation— 25%

Grading Rubric for Formal Projects

A/A- The project responds to all parts of the assignment with depth and demonstrates a nuanced understanding of audience awareness and organization. At the sentence level, the project demonstrates strong facility with language, uses effective vocabulary, and demonstrates a strong control of the mechanics of Standard English. Finally, the project is well developed, and incorporates outside sources (if needed) in an effective manner.

B+/B/B-

The project addresses all parts of the assignment, and demonstrates a solid understanding of audience awareness. While organized, the assignment shows less development and insight than an A paper, particularly in its attention to detail. The project shows good control of the mechanics of standard English, and incorporates outside sources (if needed) with success, and demonstrates good sentence variety and sentence clarity.

C+/C/C-

The project responds to most of the assignment adequately, but may be somewhat limited. The project shows a competent understanding of audience awareness and organization; however, it may be somewhat superficial. The project is thinly developed and inconsistent. While the project shows satisfactory facility with language, it may demonstrate limited control of grammar, syntax and sentence variety.

D+/D/D-

The project does not respond to all parts of the assignment and is underdeveloped. The project lacks an understanding of audience awareness and is disorganized at the paragraph level. The project demonstrates weak facility with language, and is unclear at the sentence level to the point where it interferes with meaning and sentence sense.

F

The project fails to accomplish its designated task, adapt to its audience, or develop key ideas. The project is unfinished, and missing several parts of the assignment.

Please Note: I do not give extra credit, including as a compensation for failure to meet the goals of our weekly work and consistent participation. Writing courses are designed to be process oriented, which makes regular participation essential to academic growth.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community. All assignments submitted shall be considered “graded work” and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified. The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Reading and Assignment Schedule

*This schedule is subject to change.

*Readings and discussion questions are to be completed by Sunday each week.

*Chapter numbers are based on the 12th edition of our course text.

Week One (through 9/8)

“Sh*tty First Drafts”

“How to Read Like a Writer”

Week Two (through 9/15)

Introduce Website Analysis Project

Chapter 1

Chapter 2

Discussion Questions via email

Week Three (through 9/22)

Chapter 3

Chapter 4

Discussion Questions via email

Week Four (through 9/29)

Chapter 5

“Supplemental Materials #1” online

Online discussion participation on Canvas

*Website Analysis Project Due 9/29 by Midnight

Week Five (through 10/6)

Introduce Instruction Set Project

Chapter 6

Chapter 7

Discussion Questions via email

Online discussion participation on Canvas

Week Six (through 10/13)

Chapter 8

Chapter 9

Discussion Questions via email

Online discussion participation on Canvas

Week Seven (through 10/20)

Chapter 20

Chapter 10

Discussion Questions via email

Online discussion participation on Canvas

Week Eight (through 10/27)

Chapter 11

“Supplemental Materials #2” online

Online discussion participation on Canvas

Instruction Set Project Due Sunday 10/27 at Midnight

Week Nine (through 11/3)

Introduce Recommendation Project

Chapter 12

Chapter 13

Discussion Questions via email

Online discussion participation on Canvas

Week Ten (through 11/10)

Chapter 18

Chapter 14

Discussion Questions via email

Online discussion participation on Canvas

Week Eleven (through 11/17)

Chapter 15

“Supplemental Materials #3” online

Online discussion participation on Canvas

*Recommendation Project Description Due

Week Twelve (through 11/24)

Chapter 16

Chapter 17
Discussion Questions via email
Online discussion participation on Canvas

Week Thirteen (through 12/1)
Recommendation Report Discourse Analysis Due
“Supplemental Materials #4” online
Online discussion participation on Canvas
THANKSGIVING

Week Fourteen (through 12/8)
Chapter 19
Chapter 21
Discussion Questions via email
Online discussion participation on Canvas

Week Fifteen (through 12/15)
Questions and Conferences
Online discussion participation on Canvas
Final Project Discussions
Final Recommendation Project Report Due 12/14